

NEW CURRICULUM EFFECTIVE PEDAGOGY

dare to differentiate



*Placing the learner at the centre of our thinking
about curriculum*

<http://alfristoncollege.wikispaces.com>

6th & 7th August 2009

By the end of these 2 days participants will gain all or some of the following:

- Reflect on the changes in education that impact student learning
- Make connections between where we have been and where we are going
- Explore differentiated instruction as an example of effective pedagogy
- Be familiar with the key competencies and be able to confidently plan how to link them authentically into programmes of learning
- Build networks across the school by discussion with others outside of the usual Learning Area
- Be given an opportunity to explore differentiation according to individual needs and interests
- Build background knowledge of research and application of differentiation strategies
- Create differentiated activities for immediate use in learning spaces

Schedule of the day

Thursday

8.30-9.00	Theatre
9.00-9.30	Forum groups rooms as assigned
9.30-11.30	Workshop choice one & Morning tea (within your own timeframe)
11.30 -12.00	Forum groups rooms as assigned
12-1	Lunch
1-4	Learning Area

Friday

8.30-9.00	Theatre
9.00-11	Workshop choice two & Morning tea (within your own timeframe)
11.00 -11.30	Forum groups rooms as assigned
11.30-12.30	Learning Area
12.30-1.30	Lunch (provided in staff room)
1.30-4	Show & Tell Learning Area in Theatre

Drivers behind the Alfriston design of the two curriculum days:

“The key competencies underpin everything that happens in teaching and learning. They have implications for all aspects of planning and teaching, including activities, resources, and language used; content, topics or foci for learning; the role that both students and teachers take in the learning process; and the culture of the classroom and school.”

- New curriculum-particularly Key Competencies
- Student achievement at Merit & Excellence Level
- Student Attendance rates
- Student Engagement
- Staff Force Field analysis

(some key ideas drawn out of this below)

- PD-best for best use of 100 minutes
- Need to focus on Pedagogy
- Time to understand, develop and collaborate on activities that reflect good pedagogy

Focus on Managing Self and Thinking:

Managing Self

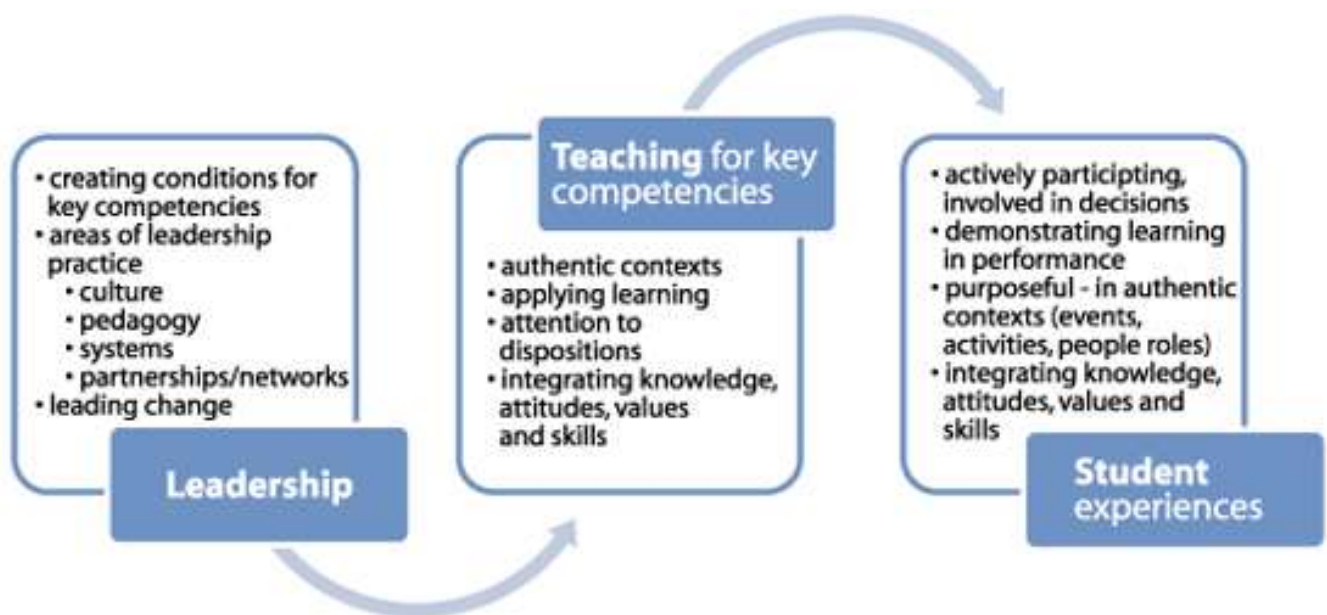
This competency is associated with self-motivation, a “can-do” attitude, and with students seeing themselves as capable learners. It is integral to self-assessment.

Students who manage themselves are enterprising, resourceful, reliable, and resilient. They establish personal goals, make plans, manage projects, and set high standards. They have strategies for meeting challenges. They know when to lead, when to follow, and when and how to act independently.

Thinking

Thinking is about using creative, critical, and meta-cognitive processes to make sense of information, experiences, and ideas. These processes can be applied to purposes such as developing understanding, making decisions, shaping actions, or constructing knowledge. Intellectual curiosity is at the heart of this competency.

Students who are competent thinkers and problem-solvers actively seek, use, and create knowledge. They reflect on their own learning, draw on personal knowledge and intuitions, ask questions, and challenge the basis of assumptions and perceptions.



What could key competencies look like? Some indicators:

Students are likely to

- take an active role in decisions about the content, process, and assessment of learning
- take an active role in learning
- wait less, and learn more
- be interested in their learning
- feel empowered to make suggestions
- ask questions of themselves, the teacher, and others

The teacher is likely to

- notice, recognise, and respond to learners - which may necessitate adapting plans in the teaching moment
- give quality feedback and feed-forward that relate to the learning areas as well as the key competencies
- alter and adapt plans in response to learners
- revisit learning plans with students
- show themselves as learners
- do things they've never done before

Content, topics or foci are likely to

- be (or become) interesting to students
- draw on authentic contexts – related to things that are happening in the local and global community
- relate to students' existing knowledge and experience
- broaden students' competencies

Resources are likely to

- come from a range of sources - local, national, global
- draw on diverse perspectives
- include a range of media

- be sourced not only by teachers, but also by students, parents, community members, and others

Activities are likely to

- take students into real, authentic contexts
- be flexible and adaptable
- be dynamic – activities that lead to and generate other activities unforeseen
- be for both individuals and groups
- be purposeful and worthwhile
- be aligned to important outcomes

The classroom culture is likely to

- focus on learning
- embrace flexibility
- feel like a place where students have a say
- encourage questions, contributions, suggestions, learning from mistakes and successes
- enable risk taking

Language is likely to

- reflect curriculum and school values
- invite students to initiate learning
- call for students' suggestions
- focus attention on content together with the language of the competencies - thinking / relating to others / using language symbols and texts / managing self / participating and contributing

Forum Groups & Locations

The function of the forum group is to facilitate cross-curricula discussion sharing ideas/strategies on how differentiation is used in learning areas. In the initial session participants will meet and discuss where they are at with differentiation and what they intend to do in the first workshop where they become an expert in some aspect. This is followed up by sharing back to the forum group.

The facilitator's role is to co-ordinate the discussion of the group before and after the workshops starting with the Pre-survey completion. Individuals in the group will select relevant sessions to explore and discuss on return to the group.

SUZANNE Aua 06	CHRIS S Aua 12	KAT Aua 13	JUDITH Aua 15	THERESA Aua 14
Justin	Del	Peter	David	Kate
Mavis	Tapu	Tau'uta	Powhiri	Edmond
Michal	Ashley	Mary	Simon	Mandy
Andrew	Kurarere	Jarrah	Melanie	Melissa
Sarah	Anita	Yvonne	Geoff	Matt
Rakesh	Courtney	Steve Mc	Davin	Suzie
Amy	Belinda	Charmaine	Mele	Chris H
MAREE Aua16	MARK Aua 05	TU'U Aua 04	ANA Aua 03	NATALIE Aua 02
Matene	Hanna	Ivan	Marilyn	Joel
Elinor	Faye	Donna	Doug	Cara
Wendy	Karyn	Paul A	Steve	Wayne
Paul R	Arul	Sharra	Samuela	Debbie
Liz	Fiona	Emma	Vicky	Vimla
Mere	Dino	Jane	Delina	Jasveer
Andrea	William	Lynda	Jeff	Steve

Differentiation Survey

Tick where you are at with the following:	beginning of curriculum days			end of curriculum days			
Component of Differentiation	UNFAMILIAR	KNOW SOMETHING	CAN TEACH OTHERS	UNFAMILIAR	KNOW SOMETHING	CAN TEACH OTHERS	WANT TO KNOW MORE
The rationale for differentiating learning							
Setting up student expectations for a differentiated classroom							
How to manage a differentiated classroom							
Diagnosing student needs and assessing progress							
Specific strategies useful in differentiating learning ie using groups in the classroom							
Various models of differentiated lessons							
How to differentiate content, activities and products							
How to talk to parents and students about differentiation							

Differentiation Learning Leader Choice Board

Directions: Please use this time to explore ideas about Differentiation. You may work alone or in a group to discuss all of these activities or focus on one and actually begin the work. The objective of this workshop is to extend your topic knowledge and begin to develop the concepts associated with Differentiation.

**** Suggested starting points on website on front page of this booklet***

Day 1 Session

A Guided Journey Explore the rationale behind differentiating learning	<i>Set out on your own</i> Explore the rationale behind differentiating learning	The differentiated classroom Setting up student expectations for a differentiated classroom How to manage a differentiated classroom
Devise specific strategies/activities useful in differentiating learning within your classes (ie student grouping)	Wild-Card Activity: Do an activity of your choosing related to the idea of differentiated instruction.	<i>What differentiation at Alfriston College looks like?</i> <i>DE in Ah16</i>
Investigate how to differentiate content, activities or products	<i>Become more familiar with the two key competencies managing self and thinking. How to apply it to teaching and learning at Alfriston College</i>	Diagnosing student needs and assessing progress Investigate Bloom's Taxonomy and Multiple Intelligences
Self Directed Pilot Group		

Day 2 Session

A Guided Journey Explore the rationale behind differentiating learning www.	<i>Set out on your own</i> Explore the rationale behind differentiating learning	The differentiated classroom Setting up student expectations for a differentiated classroom How to manage a differentiated classroom
Devise specific strategies/activities useful in differentiating learning within your classes (ie student grouping)	Wild-Card Activity: Do an activity of your choosing related to the idea of differentiated instruction.	<i>How do I manage the differentiated learning environment</i> <i>BU T15</i>
Investigate how to differentiate content, activities or products	<i>Become more familiar with the two key competencies managing self and thinking. How to apply it to teaching and learning at Alfriston College</i>	Diagnosing student needs and assessing progress Investigate Bloom's Taxonomy and Multiple Intelligences

Differentiation Learning Area Choice Board

Directions: Please use this time to explore ideas about Differentiation. You may work alone or in a group to discuss all of these activities or focus on one and actually begin the work. The objective of this workshop is to extend your topic knowledge and begin to develop the concepts associated with Differentiation.

Unit Assessment Plan:	Tiered Lessons:	Student Choice:
Create a pre-test, at least one formative assessment, and a summative assessment for a unit of study. (The summative assessment will represent the target you want them to reach, the pre-test will identify where they are at the start of the lesson, and the formative assessments “inform” your instruction for the best way to get them to the target).	Take a lesson that you already teach. Design two or three tiers based on student readiness to meet the diverse abilities in your class on a given topic. You can tier the instruction, an assignment, or an exam. <i>* There are sample tiered lessons and activities on the website</i>	Create an assignment, activity, or assessment that will allow students to connect to an existing unit of study based on individual interest. <i>* There are sample formats on the website (i.e. – tic-tac toe / cubing / R.A.F.T. / Anchor sheet, etc.)</i>

<p>Collaborative Learning: Analyze your content to see which topic could be addressed with a collaborative, problem-solving activity. Plan the implementation of this activity and organize any necessary materials.</p>	<p>Bloom's Taxonomy and Multiple Intelligences: Analyze your content to ensure that you are asking the students to complete higher level thinking (Bloom's) and engaging all learners (M.I.). Create a lesson, activity, or assessment based on Bloom's Taxonomy or Gardner's Multiple Intelligences. * Student choice activities and tiered activities can be based on Bloom's and M.I. <i>* Bloom's Taxonomy and Gardner's Multiple Intelligences are on the website</i></p>	<p>Wild-Card Activity: Do an activity of your choosing related to the idea of differentiated instruction.</p>
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FEEDBACK CHOICE BOARD

Choose 5 or more to feedback on (cut off and return)

Strategies I gained today:	Feedback on resources provided:	Areas I would like more PD/training on:
Feedback on how these days were structured:	I wish....	Kudos to.....
Ideas I will explore further:	Ideas I learned from colleagues:	Related activities /examples I would be prepared to share in future:

